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ABSTRACT

The objectives of this project were to 1) identify objectives in 14 existing computer based resource units which had no appropriate measuring devices, 2) formulate at least three measuring devices for each such objective, and 3) to enter all data into the computer based resource unit data bank for subsequent dissemination. The strategies and their relative success for each of these objectives are outlined. Appendixes include the pre-quality control objective profile matrix, examples of measuring devices, measuring device statistics, the post-quality control objective profile matrix, and the measuring devices for the computer based resource unit on career education. [Made from best available copy, parts may reproduce poorly.] (Author/RH)

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ED 073685

FINAL REPORT COVER SHEET

TO: Division of Educational Services
Bureau of Education for the Handicapped
U.S. Office of Education
Washington, D.C.
Attn: Dr. Frank Withrow, Director

FROM: The Research Foundation of the
State University of New York
for and in conjunction with
State University College at Buffalo
1300 Elmwood Avenue
Buffalo, New York 14222

TITLE OF PROJECT: Amendment to Quality Control Project for Intensive Development for the Evaluation Components of Computer Based Resource Units.

EFFECTIVE DATES: June 1, 1972 to October 15, 1972

AMOUNT REQUESTED: $26,042.00

DEPARTMENT IN WHICH AWARD WAS ADMINISTERED:
Research and Development Complex
Faculty of Professional Studies

PROJECT DIRECTOR: Mrs. Elizabeth L. Ayre, Director
Research and Development Complex

FISCAL OFFICER: Mr. Robert G. Parr, Treasurer
The Research Foundation of S.U.N.Y.

SIGNATURE: _____
Project Director

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Introduction and Statement of the Problem

Individual learning is a complex phenomenon. Management of individual learning is at least as complex. The classroom teacher is required to assess the needs of each learner in his class, set realistic goals for that pupil, devise learning strategies based on the unique needs, interests and abilities of each pupil and finally to evaluate pupil performance with regard to the expected learning outcomes.

Evaluation of learner outcomes had been historically the "weakest link" of the learning cycle. In all but the most highly specialized fields of education, evaluation has been characterized as the most primitive component in the planned learning process.

It is not surprising, therefore, that planning resources such as Computer Based Resource Units should ultimately be evaluated on the basis of their abilitiy to assist classroom teachers in improved decision-making with regard to this evaluation component. Recent scrutiny of existing Computer Based Resource Units, under the execution of the Quality Control Project, had brought this weakness into clear perspective. Criteria recently developed (see Appendix A in final report of original project), when applied to previously developed measuring devices, indicated that less than ten percent of these statements were adequate for assisting teacher decision-making. This condition was not clearly anticipated at the outset of the original project due to the following factors:

a. One of the primary tasks of the project was the rewriting and reorganizing of the Unit objectives; assigning appropriate measuring devices was closely determined by these revisions.

b. Revisions of objective lists were quite extensive; most of the measuring devices (over ninety percent) were subsequently deemed totally inappropriate and development of new suggestions was clearly needed.

c. Until 'Guidelines for Developing Computer Based Resource Units" was documented just prior to the initiation of the original project, it was not clear what constituted an appropriate measuring device and therefore the amount of time, energy and creativity necessary for development; it was determined subsequently that time and, more importantly, resources were not adequate under the original project specifications.

Objectives of the Project:

Terminal Objective 1. To identify all objectives in existing Computer Based Resource Units* which do not have appropriate measuring devices coded to them.

Terminal Objective 2. To formulate at least three measuring devices for each objective which meet the criteria specified in the "Guidelines".

Terminal Objective 3. To enter all data into the Computer Based Resource Unit data bank for subsequent dissemination.

Strategies Related to Terminal Objective 1:

Objective 1. To identify all objectives in existing Computer Based Resource Units* which do not have appropriate measuring devices coded to them.

Strategy 1.1 In order to determine the specific objectives which contained measuring devices, an Objective Profile Matrix for each of the following CBRUs was generated (see Appendix A):

1. Air Pollution
2. American Civilization
3. American Cultural Revolution
4. American People
5. Career Education
6. Communication
7. Communities of Man
8. Conservation of Natural Resources
9. Human Growth and Development
10. Man and His Culture
11. Market Place
12. News Media
13. Solar System
14. Transportation

Strategy 1.2 Lists of objectives which were judged in need of measuring devices were developed.

Strategy 1.3 Each of the measuring devices which currently appeared in one of the CBRUs listed above was evaluated on the basis of criteria outlined in "Guidelines for Developing Computer Based Resource Units". Those which did not meet the specified criteria were removed from the CBRU. Those which appeared to have potential value with editing were compiled.

Strategies Related to Terminal Objective 2:

Objective 2. To formulate at least three measuring devices for each objective which meet the criteria specified in the "Guidelines".

* Only 14 selected Computer Based Resource Units were concerned in this project.

Strategy 2.1. Four models for formulating measuring devices appropriate for inclusion in CBRUs were developed (See Appendix B). These four classifications - "Sample Questions", "Process/Product (Non-Verbal)", "Process/Product (Verbal)" and "Behavior Modification Over Time" - appear to have relevance for instructional objectives in the Cognitive, Affective as well as the Psychomotor Domains.

Strategy 2.2. A workshop format was developed and conducted by personnel of the Research and Development Complex in eight settings in Western New York. These settings included graduate courses in Curriculum Planning, Problems and Methods in Secondary Social Studies and Advanced Methodologies in Reading Instruction. A major portion of each workshop was devoted to the formulation of measuring devices by the participants for specified CBRU objectives. Over two hundred items were secured through these workshops and subsequently edited and coded to appropriate learner variables. Those which met the specified criteria were entered into the appropriate CBRUs.

Strategy 2.3. Members of the project staff reviewed the following tests in an effort to identify standardized test items which related to CBRU objectives:

The Greig Social Studies Test
Mary E. Greig, A.M.
Scholastic Testing Service, Inc.
Bensenville, Illinois
Copyright 1964

Kuder Preference Record Form CM
G. Frederic Kuder
Science Rsearch Associates, Inc.
Chicago, Illinois
Revised 1960

California Occupational Preference Survey
Robert R. Knapp, Bruce Grant, and George P. Demos
Educational and Industrial Testing Services
San Diego, California 92107
Copyright 1966

Iowa Test of Basic Skills
Hieronymus and Lindquist
Houghton-Mifflin Company
Boston, Mass.
1971

Survey Test in Introducing American History
Georgia Sacks and John A. Sexson
California Test Bureau
5916 Hollywood Blvd.
Copyright 1959

New York State J.H.S. Survey Test in Social Studies Form A
State Education Department of New York
University of New York
1962

New York State Junior High School Survey Test in General Science
The University of the State of New York
The State Education Dept.
1962

California Achievement Tests
Ernest Tregs and Willis W. Clark
California Test Bureau
Del Monte Research Park
Monterey, California
1963

Social Studies Form 3A
Sequential Tests of Educational Progress
Educational Testing Service
Cooperative Test Division
Princeton, New Jersey
Los Angeles, California
1956, 1957

Primary Social Studies Test
Ralph Preston, Robert Duffey
Houghton Mifflin Co.
New York
Copyright 1967

N.Y.S. Junior High School Survey Test in Social Studies Form B
New York State Education Dept.
University of State of New York
1962

New York State Achievement Tests Form A & B
State Education Dept.
University of the State of New York
Albany, New York

Purdue Creativity Test - Forms G & H
C. H. Lawshe and D. H. Harris
University Book Store
Lafayette, Indiana
Copyright 1960

Science Test for New York State Elementary School
Form A & B
New York State Education Dept.
Albany, New York
1962

New York State Junior High Survey Test Form A
University of the State of New York
State Education Dept.
Albany, New York
1962

Stanford Achievement Test Form W
Kelley, Madden, Gardner, Rudman
Harcourt, Brace and World, Inc.
New York
1964

California Lower Primary Achievement Tests
Ernest W. Tiegs and Willis W. Clark
California Test Bureau
Monterey, California
1957 edition

Flanagan Industrial Tests Expression Form A
John C. Flanagan
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611
1960

Scholastic Tests
Educational Development Series
Advanced Level - Form A
Scholastic Testing Service
Bensenville, Illinois
Copyright 1963

SRA Achievement Series
Multi Level - Form D
Louis P. Thorpe, D. Welty Lefever, Robert Naslund
Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois

Intermediate I Battery
Stanford Achievement Test
Truman L. Kelley, Richard Madden, Eric Gardner, Herbert Rudman
Harcourt, Brace and World, Inc.
New York
Copyright 1964

Regrettably, this search proved unfruitful. It was found that in only two instances, did a particular test include enough items related to a single CBRU objective to constitute a useful instrument for teacher assessment of achievement. Further, the utility of such instruments (sub-tests) was rarely commensurate with the energies which a teacher would most probably have to expend in obtaining the specified test instrument. Utilizing portions of widely used commercial testing instruments as appropriate measuring devices for objectives contained in CBRUs clearly needs to be re-evaluated.

Strategy 2.4. Eight experienced classroom teachers well-acquainted with development and use of CBRUs participated in a five week development workshop to insure that for each objective contained in the CBRUs listed above there were at least three unique measuring devices to assess pupil achievement of those objectives. The total number of objectives contained in the CBRUs under consideration is 594; the total number of measuring devices now contained in those CBRUs is 2,036. For a Unit-by-Unit breakdown see Appendix C. For each objective there is now contained at least three measuring devices and in the preponderance of cases, more than one type of item as per the four models described above.

Strategies Related to Terminal Objective 3:

Objective 3. To enter all data into the Computer Based Resource Unit data bank for subsequent dissemination.

Strategy 3.1. All newly developed measuring devices were appropriately coded to objectives and learner variables and subsequently forwarded to the Research and Development Complex Communications Center for data entry. Once the data had been entered, the materials were proof-read and edited as needed. Additionally, a new Objective Profile Matrix was generated for each CBRU and reviewed to insure that the project specifications had been met. (See Appendix D).

Conclusions

The project staff feels that the inclusion of the measuring devices for the CBRUs will greatly enhance the use of CBRUs in individualizing

instruction. Additionally, the curriculum writers, as well as the Research and Development Project staff, noted that the evaluation component of the teaching-learning situation is indeed the most elusive and complex. It is clear from this experience that the science/art of measuring pupil achievement in a truly individualized environment will need to be further refined in order to significantly improve teacher decision-making.

APPENDIX A

Pre-Quality Control

Objective Profile Matrix

OBJECTIVE PROFILE MATRIX 0912 AIR POLLUTION 5/19/72

OBJECTIVE NUMBER	NUMBER CONTENT	NUMBER ACTIVITIES	NUMBER MATERIALS	NUMBER MEASURING DEVICES
1	6	2	10	
2	23	6	15	
3	15	2	5	
4	21	7	3	
5	27	15	7	
6	44	16	11	
7	10	7	3	
8	11	8	3	
9	20	10	6	
10	12	4	7	
11	28	8	8	
12	76	10	20	
13	38	10	9	
14	66	24	20	
15	51	20	7	
16	14	15	2	
17	60	13		
18	42	11	11	
19	7	5	3	
20	87	28	8	
21	20	12	17	
22	5	5	9	
23	2	5	9	
24	77	13	13	
25	22	5	9	
26	8	5	1	
27	13	12	3	
28	2	8	6	
29	32	8	9	
30	17	8	4	
31	39	9	23	
32	4	4	6	
33	27	13	9	
34	26	13	5	
35	21	6	9	

OBJECTIVE PROFILE MATRIX 0915 NEWS MEDIA IN AMERICAN SOCIETY

OBJECTIVE NUMBER	NUMBER CONTENT	NUMBER ACTIVITIES	NUMBER MATERIALS	NUMBER MEA DEV
1	11	10	9	6
2	1	3	25	4
3	7	6	7	4
4	2	7	4	2
5				
6				
7	11	1	21	
8	14	8	18	
9				1
10	4	3	3	
11		3	4	
12	4	3	14	4
13	1	4	8	1
14	10	5	21	
15			1	
16				
17	3	11	17	1
18				
19				
20	5	7	24	
21	5	11	11	1
22				
23				
24				
25				
26	4	3	8	3
27				
28				
29				
30	10	11	39	1
31				
32				
33				
34				
35				
36				
37	7	13	16	3
38				
39	3	13	12	3
40				
41				
42				
43				
44				

6/29/72

pre-Quality Control '72
(no M.D.'s)

OBJECTIVE PROFILE MATRIX 0915 NEWS MEDIA IN AMERICAN SOCIETY

OBJECTIVE NUMBER	NUMBER CONTENT	NUMBER ACTIVITIES	NUMBER MATERIALS	NUMBER MEA DEV
45				
46				
47	7	7	22	1
48				
49				
50				
51				
52	6	5	28	1
53				
54				
55				
56				
57				
58	4	6	10	1
59	8	3	24	
60	4	6	24	2
61	5	3	2	
62				
63				
64				
65				
66				
67				
68				
69				
70				
71				
72				
73				
74				
75				
76				
77				
78				
79				
80				
81				
82				
83				
84				
85	15	8	3	
86	6	5	15	
87				
88	23	14	91	

OBJECTIVE PROFILE MATRIX 0715 NEWS MEDIA IN AMERICAN SOCIETY

OBJECTIVE NUMBER	NUMBER CONTENT	NUMBER ACTIVITIES	NUMBER MATERIALS	NUMBER MEA	NUMBER DEV
89	3	6	3		
90	2	13	15		3
91	2	7	5		
92	13	15	7		
93					
94					
95					
96					
97	2	7	7		
98	11	4	15		
99		5	7		
100	5	8	3		1
101	1	4	17		
102	5	6	15		
103	4	15	5		1
104	3	1	4		
105					
106	4	14	20		1
107					
108	8	6	6		
109	3	2	21		
110	9	4	2		
111					
112	3	9	16		
113					
114	20	5	57		
115					
116					
117					
118					
119					
120					
121					
122	17	5	93		1
123					
124	3	8			
125					
126					
127					
128					
129					
130					
131					
132					

OBJECTIVE PROFILE MATRIX 0915 NEWS MEDIA IN AMERICAN SOCIETY

OBJECTIVE NUMBER	NUMBER CONTENT	NUMBER ACTIVITIES	NUMBER MATERIALS	NUMBER MEA	NUMBER DEV
133	1	7	42		
134	8	6	83		1
135					
136	6	1	7		
137					
138					
139					
140					
141					
142					
143					
144					
145					
146					
147					
148	11	5	23		
149	4	5	17		
150					
151					
152		6			
153					
154					
155					
156	10	11	63		
157					
158					
159	20	4	33		
160	11	3	9		1
161	20	10	15		2
162					
163					
164	14	12	6		
165	31	3	62		1
166	6	3	41		1
167	11	2	39		1
168					
169					
170					
171					
172					
173					
174					
175	9	1	23		
176	6	1	19		

OBJECTIVE PROFILE MATRIX 0915 NEWS MEDIA IN AMERICAN SOCIETY

OBJECTIVE NUMBER	NUMBER CONTENT	NUMBER ACTIVITIES	NUMBER MATERIALS	NUMBER MEA DEV
.77	24	37	40	

APPENDIX B

Examples of Measuring Devices

Sample Questions:

903-103. Matching: Compile two vertical columns, one containing occupations, one job requirements. Have students match requirement to occupation. Example:

1. Carpenter	A. High School
2. Busdriver	B. College
3. Tool and Die Maker	C. Apprenticeship
4. Machine Operator	D. On-the-job Training
5. T.V. Repairman	E. Much Physical Demand
	F. Little Physical Demand
	G. Much Mental Demand
	H. Little Mental Demand
	I. Responsibility of Equipment
	J. Responsibility for Safety of Others
	K. Dependence on Weather

926-443. Sample Multiple Choice Type Question.
Which one of the following types of occupations in American life generally remains shut off to Black Americans?

1. Professional sports
2. Civil Service
3. Entertainment
4. Construction Trades

Process/Product (Non-Verbal): with Criterion referant

108-49. Given four photographs (aerial view) or illustrations of local areas including urban, suburban, residential, industrial and country side, students should be able to determine which of the areas described constitutes a community.

108-9. After consulting with his parents and doing some research, each student will demonstrate one effective way he has learned to preserve a particular food of his choice.

108-25. Given a description of three means of preserving food, the student will visit a local food market and identify at least two examples of each. The means of preservation should include freezing, canning, and dehydration.

108-38. Given photographs, pictures or actual examples of a wide variety of foods, the student will be able to select those which are especially rich in protein, fat, carbohydrates, vitamins and minerals.

Process/Product (Verbal): with Criterion referant

903-4. After each student has made a placecard with his social security number on it and has attempted to memorize his number, collect the card and:

1. Call that student's name and have him recite his number.
2. Or, take attendance by reading the social security number and have each student respond to his particular number.

903-5. Collect the list of locations of the State Employment Office and other job agencies. This list should include the address of the State Employment Office, three private agencies and two private professional agencies. Grade for accuracy and content.

915-1. Have students clip one exemplary item from each part of the newspaper, label each, and assemble them. An item should be correctly extracted from each of the following sections - general news, editorial, society or women's, sports, entertainment, financial-business, comics, and advertising.

915-12. Group students into two or three sections. Give the entire class a topic of current interest. Have each section gather information from only one news medium for a period of 3 or 4 days. Then each group should formulate an oral or written report on their findings. The report should discuss the depth of the medium in reporting, the advantages and disadvantages of the media, and the involvement of the receiver required by the medium.

Behavior Modification Over Time:

1. Over a four week period of time, the teacher will note at least 100% increase in the pupil's willingness to participate in a group discussion or in some other way demonstrate a tendency to share his ideas and/or products with his peers.

2. Over a five week period of time, the teacher will note at least a 50% increase in the pupil's use of logic and/or evidence rather than personal opinion in defending a position or preference.

APPENDIX C

Quality Control '72

Measuring Device Statistics

UNIT/UNIT #		# OF OBJECTIVES	# OF M.D.'s
Air Pollution	920	21	68
American Civilization	924	23	119
American Cultural Rev.	905	43	134
American People	926	44	176
Career Education	903	31	104
Communications	917	46	151
Communities of Man	927	63	207
Conservation	916	61	215
Human Growth & Dev.	007	51	152
Man & His Culture	013	52	169
Market Place	922	54	168
News Media	915	32	132
Solar System	920	45	139
Transportation	923	28	102
	Totals:	594	2,036

APPENDIX D

Post-Quality Control

Objective Profile Matrix

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OBJECTIVE PROFILE DATA [illegible]

OBJECTIVE NUMBER	NUMBER CURRENT	NUMBER ACTIVITIES	NUMBER MATERIALS	NUMBER PEA	NUMBER DEV
1	[illegible]	[illegible]	[illegible]		
2	[illegible]	[illegible]	[illegible]	[illegible]	
3	[illegible]	[illegible]	[illegible]		
4	[illegible]	[illegible]	[illegible]		[illegible]
5	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
6	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
7	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
8	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
9	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
10	[illegible]	[illegible]	[illegible]	[illegible]	
11	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
12	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
13	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
14	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
15	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
16	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
17	[illegible]	[illegible]	[illegible]		
18	[illegible]	[illegible]	[illegible]		
19	[illegible]	[illegible]	[illegible]		
20	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
21	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
22	[illegible]	[illegible]	[illegible]		
23	[illegible]	[illegible]	[illegible]		
24	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
25	[illegible]	[illegible]	[illegible]		
26	[illegible]	[illegible]	[illegible]		
27	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
28	[illegible]	[illegible]	[illegible]		
29	[illegible]	[illegible]	[illegible]		
30	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
31	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
32	[illegible]	[illegible]	[illegible]		
33	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
34	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
35	[illegible]	[illegible]	[illegible]		
36	[illegible]				[illegible]

9/19/72 w/ M.D.

OBJECTIVE PROFILE MATRIX 0515 NEWS MEDIA IN AMERICAN SOCIETY

OBJECTIVE NUMBER	NUMBER CONTENT	NUMBER ACTIVITIES	NUMBER MATERIALS	NUMBER MEA DEV
1	11	10	9	6
2	1	3	25	
3	7	6	7	8
4	2	7	4	5
5				
6				
7	11	1	21	
8	14	8	18	9
9				
10	4	3	3	
11		3	4	
12	4	3	14	
13	1	4	8	
14	10	5	21	6
15			1	
16				
17	3	11	17	9
18				
19				
20	3	7	24	5
21	5	11	11	7
22				
23				
24				
25				
26	4	3	8	
27				
28				
29				
30	10	11	39	5
31				
32				
33				
34				
35				
36				
37	7	13	16	
38				
39	3	13	12	6
40				
41				
42				
43				
44				

10/2/72
post-Quality Control '72
w/ M.D.'s

OBJECTIVE PROFILE MATRIX 0915 NEWS MEDIA IN AMERICAN SOCIETY

OBJECTIVE NUMBER	NUMBER CONTENT	NUMBER ACTIVITIES	NUMBER MATERIALS	NUMBER MEA DEV
45				
46				
47	7	7	22	6
48				
49				
50				
51				
52	6	5	28	4
53				
54				
55				
56				
57				
58	4	8	10	6
59	8	3	24	
60	4	6	24	6
61	5	3	2	
62				
63				
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67				
68				
69				
70				
71				
72				
73				
74				
75				
76				
77				
78				
79				
80				
81				
82				
83				
84				
85	15	8	3	
86	6	5	15	5
87				
88	23	14	91	

OBJECTIVE PROFILE MATRIX 0915 NEWS MEDIA IN AMERICAN SOCIETY

OBJECTIVE NUMBER	NUMBER CONTENT	NUMBER ACTIVITIES	NUMBER MATERIALS	NUMBER MEA DEV
89	3	6	3	
90	2	13	15	10
91	2	7	5	4
92	13	15	7	
93				
94				
95				
96				
97	2	7	7	
98	11	4	15	
99		5	7	
100	5	8	3	6
101	1	4	17	
102	5	6	15	6
103	4	15	6	8
104	3	1	4	
105				
106	4	14	20	4
107				
108	8	6	6	4
109	3	2	21	
110	9	4	2	
111				
112	3	9	16	5
113				
114	20	5	57	6
115				
116				
117				
118				
119				
120				
121				
122	17	5	93	6
123				
124	3	8		
125				
126				
127				
128				
129				
130				
131				
132				

OBJECTIVE PROFILE MATRIX GV19 NEWS MEDIA IN AMERICAN SOCIETY

OBJECTIVE NUMBER	NUMBER CONTENT	NUMBER ACTIVITIES	NUMBER MATERIALS	NUMBER MEA DEV
133	1	7	42	4
134	8	6	63	4
135				
136	6	1	7	
137				
138				
139				
140				
141				
142				
143				
144				
145				
146				
147				
148	11	5	23	4
149	4	5	17	4
150				
151				
152		6		
153				
154				
155				
156	10	11	63	4
157				
158				
159	20	4	33	
160	11	3	4	
161	20	10	15	6
162				
163				
164	14	12	6	5
165	31	3	62	
166	6	3	41	
167	11	2	39	
168				
169				
170				
171				
172				
173				
174				
175	4	1	23	
176	6	1	19	

OBJECTIVE PROFILE MATRIX 0515 NEWS MEDIA IN AMERICAN SOCIETY

OBJECTIVE NUMBER	NUMBER CONTENT	NUMBER ACTIVITIES	NUMBER MATERIALS	NUMBER MEA DEV
177	24	37	40	

APPENDIX E

Measuring Devices for

Computer Based Resource Unit

CAREER EDUCATION

MEASURING DEVICES LIST

UNIT 903 CAREER EDUCATION

1 AFTER LISTENING TO A REPRESENTATIVE OF AN APPRENTICESHIP TRAINING PROGRAM SPEAK TO THE CLASS, COMPILE A LIST WHICH WOULD INCLUDE THE FOLLOWING -
1. TYPE OF JOB DISCUSSED
2. TYPE OF TRAINING NECESSARY FOR THAT PROGRAM
3. NECESSARY QUALIFICATIONS FOR ENTRANCE
4. INTERESTS THE STUDENT SHOULD HAVE
5. HOW LONG THAT PARTICULAR APPRENTICESHIP PROGRAM WOULD TAKE

2 AFTER VIEWING A FILM DESCRIBING AND DISCUSSING AN APPRENTICESHIP PROGRAM IN WHICH THE STUDENT IS INTERESTED, CONSTRUCT A CHART LISTING THE TRAINING AND QUALIFICATIONS NECESSARY FOR THAT APPRENTICESHIP PROGRAM. THE SAME CHART WILL ALSO SHOW HOW HIS PARTICULAR INTERESTS AND QUALIFICATIONS AID AND JUSTIFY HIS PARTICIPATING IN THAT PROGRAM. THE TEACHER WILL GRADE THE CHART FOR NEATNESS, VISUAL CLARITY AND AMOUNT OF INFORMATION INCLUDED THEREIN.

3 AFTER DOING RESEARCH ON AN APPRENTICESHIP PROGRAM IN WHICH YOU ARE INTERESTED, CONSTRUCT A CHART WHICH YOU WILL USE AS A VISUAL AID FOR AN ORAL PRESENTATION ABOUT THAT PARTICULAR PROGRAM. THE CHART WILL SHOW WHAT TRAINING IS NECESSARY FOR ENTRANCE INTO THAT PARTICULAR PROGRAM AND HIS PARTICULAR INTERESTS AND QUALIFICATIONS. IN HIS ORAL PRESENTATION, THE STUDENT WILL DEMONSTRATE THE POSSIBILITIES OF HIS ENTERING THAT PARTICULAR FIELD. THE TEACHER WILL GRADE THE CHART FOR NEATNESS AND VISUAL CLARITY OF CONTENT. THE TEACHER WILL GRADE THE ORAL PRESENTATION FOR CONTENT, LOGICAL DEVELOPMENT OF INFORMATION AND QUALITY OF PRESENTATION.

4 AFTER COMPLETING RESEARCH ON AN APPRENTICESHIP PROGRAM OF INTEREST, COMPILE A WRITTEN REPORT INCLUDING THE FOLLOWING -
1. TRAINING NECESSARY FOR ENTRANCE INTO THAT PARTICULAR APPRENTICESHIP PROGRAM
2. PERSONAL QUALIFICATIONS
3. PERSONAL INTERESTS

5 WRITE AN ESSAY - DEFINE THE APPRENTICESHIP PROGRAM AND NAME THREE TYPES OF VOCATIONS WHICH OFFER AN APPRENTICESHIP PROGRAM. GRADE ESSAY FOR INCLUSION OF THE FOLLOWING FACTS -
1. APPRENTICESHIP PROGRAMS ARE STRUCTURED TO TEACH ESSENTIAL SKILLS OF A TRADE OR CRAFT WHILE WORKING FOR AN EMPLOYER
2. APPRENTICESHIP TRAINING IS LIMITED PRIMARILY TO THE SKILLED CRAFTS.
3. TRAINING MAY LAST FROM TWO TO SEVEN YEARS, DEPENDING UPON THE TRADE.
4. PROGRAMS ARE REGISTERED WITH THE STATE DEPARTMENT OF LABOR AND U.S. DEPARTMENT OF LABOR
5. PROGRAMS MUST ABIDE BY PRESCRIBED STANDARDS SET BY THE STATE DEPARTMENT OF LABOR AND U.S. DEPARTMENT OF LABOR
6. TYPES OF APPRENTICESHIP PROGRAMS INCLUDE CARPENTER, PRINTER, PLUMBER ELECTRICIAN, AIRCRAFT, ETC.

6 SAMPLE TEST ITEM -
APPRENTICESHIP TRAINING MAY LAST FROM -
A. SEVEN TO EIGHT WEEKS

B. ONE TO TEN YEARS
C. SEVEN TO TWELVE YEARS
D. TWO TO SEVEN YEARS

7 GIVEN TEN PICTURES OR PHOTOGRAPHS OF VARIOUS OCCUPATIONS SUCH AS SECRETARIAL, MASON, PLUMBER, TEACHER, STEEL WORKER, LAW ENFORCEMENT, FIREMAN, NURSE, MIXOLOGIST, COMPUTER PROGRAMMER, IDENTIFY FIVE OF THE OCCUPATIONS AND LIST ONE SOURCE WHERE YOU MAY SEEK INFORMATION PERTAINING TO THE FIVE OCCUPATIONS SELECTED.

8 GIVEN FIVE OCCUPATIONS SUCH AS STENOGRAPHER, GLAZIER, FABRICATOR, TOOL AND DYE MAKER, DIETICIAN, RESEARCH THE DICTIONARY OF OCCUPATIONAL TITLES AND IN AN ORAL OR WRITTEN REPORT STATE UNDER WHICH OCCUPATIONAL TITLE EACH IS FOUND AND TWO QUALIFICATIONS FOR EACH.

9 SAMPLE TEST ITEM -
THE COORDINATION OF NATIONAL STATISTICS ON EMPLOYMENT FOR PURPOSES OF JOB OPPORTUNITIES IS PRIMARILY THE FUNCTION OF -
A. U.S. DEPARTMENT OF LABOR
B. STATE EMPLOYMENT SERVICE
C. SCHOOL GUIDANCE OFFICE
D. DICTIONARY OF OCCUPATIONAL TITLES

10 AFTER STUDENT DOES RESEARCH IN THE LIBRARY AND SPEAKS TO GUIDANCE COUNSELOR, THE TEACHER WILL COLLECT HIS LIST OF SOURCES OF PRINTED MATERIAL RELATING TO OCCUPATIONAL INFORMATION. THE TEACHER WILL GRADE FOR THE INCLUSION OF THE FOLLOWING -
1. U. S. DEPARTMENT OF LABOR
2. STATE EMPLOYMENT SERVICE
3. U. S. CIVIL SERVICE COMMISSION
4. SCHOOL GUIDANCE OFFICE

11 AFTER TAKING THE 'KUDER PREFERENCE TEST' SELECT THE FIVE HIGHEST AREAS OF INTEREST SHOWN AND FOR EACH LIST ONE 'OFF-THE-JOB-TRAINING POSSIBILITIES' AVAILABLE.

12 GIVEN THE LIST OF TEN 'OFF-THE-JOB-TRAINING POSSIBILITIES' SELECT FIVE FROM THIS LIST. STATE ONE OCCUPATION FOR EACH OF THE FIVE SELECTED THAT MIGHT RELATE TO THE INDIVIDUAL'S INTEREST OR ABILITY. THE LIST WILL INCLUDE -
1. MAN POWER TRAINING PROJECTS (FEDERAL)
2. PRIVATE TRADE AND PRIVATE BUSINESS
3. VOCATIONAL BUSINESS SCHOOLS
4. VOCATIONAL ADMINISTRATIVE/DISTRIBUTIVE SCHOOLS
5. VOCATIONAL HOMEMAKING
6. PRIVATE BUSINESS SCHOOLS
7. JOB CORPS, YOUTH CORPS (FEDERAL)
8. COMMUNITY COLLEGES
9. AGRICULTURAL AND TECHNICAL INSTITUTES
10. BOARD OF COOPERATIVE EDUCATIONAL SERVICES

13 SAMPLE TEST ITEM -
TO PROVIDE THE HIGH SCHOOL STUDENTS WITH OFF-THE-JOB-TRAINING, LOCAL

BOARDS OF EDUCATION HAVE ESTABLISHED SPECIAL PROGRAMS CALLED -
A. MAN POWER TRAINING PROJECTS
B. VOCATIONAL BUSINESS SCHOOLS
C. JOB CORPS
D. BOARD OF COOPERATIVE EDUCATIONAL SERVICES

14 COLLECT FROM PERIODICALS AND OTHER SOURCES, PICTURES AND ILLUSTRATIONS OF OCCUPATIONAL AREAS REPRESENTATIVE OF THE STUDENTS' INTEREST. FOR EACH OF THE THREE PICTURES NAME ONE ON-THE-JOB TRAINING PROGRAM AVAILABLE AND AT LEAST TWO PLACES OF POSSIBLE LOCAL EMPLOYMENT

15 LIST TWO AREAS OF OCCUPATIONAL INTEREST AND FOR EACH OF THESE LIST ONE ON-THE-JOB TRAINING POSSIBILITY AND TWO QUALIFICATIONS FOR EMPLOYMENT.

16 LIST TWO AREAS OF INTEREST IN EMPLOYMENT. FOR EACH OF THESE, IDENTIFY ONE ON-THE-JOB TRAINING POSSIBILITY. SELECT ONE OF THESE TRAINING POSSIBILITIES AND GIVE TWO REASONS WHY YOU WOULD CHOOSE THIS OVER THE OTHER.

17 LIST THE MAJOR FUNCTIONS OF THE LOCAL STATE EMPLOYMENT AGENCY. AT LEAST SIX FROM THE FOLLOWING LIST SHOULD BE INCLUDED -
1. PLACEMENT OF WORKERS BY MATCHING QUALIFICATIONS AND SKILLS TO REQUIREMENTS OF JOBS.
2. COUNSELING WORKERS IN CHOOSING A FIELD OF WORK AND DETERMINING POTENTIALITIES FOR ACQUIRING NEW SKILLS.
3. ACCOMPLISHING PLACEMENT THROUGH USE OF UP-TO-DATE INTERVIEWING AND SELECTION SKILLS.
4. BRINGING TOGETHER, THROUGH AN INTER-AREA RECRUITMENT SYSTEM, WORKER POSSESSING NEEDED SKILLS BUT WHO IS GEOGRAPHICALLY SEPARATED FROM JOB OPENINGS REQUIRING THOSE SKILLS.
5. PROVIDING INFORMATION REGARDING THE SUPPLY AND DEMAND FOR LABOR IN THE LOCAL COMMUNITY AND AT OTHER POINTS IN THE STATE OR NATION.
6. INFORMATION REGARDING OCCUPATIONS AND OCCUPATIONAL REQUIREMENTS, DERIVED FROM JOB ANALYSIS AND JOB DESCRIPTIONS, TESTING AND THE DICTIONARY OF OCCUPATIONAL TITLES.
7. ASSISTANCE TO APPRENTICESHIP TRAINING COUNCILS AND OTHER COMMUNITY TRAINING AGENCIES IN THE DETERMINATION OF TRAINING NEEDS AND IN THE SELECTION OF APPRENTICES AND TRAINING, UTILIZING APTITUDE TESTS AND OTHER PROVEN SELECTION TECHNIQUES.
8. COMMUNITY LEADERSHIP IN EFFORTS TO IMPROVE EMPLOYMENT OPPORTUNITIES FOR YOUTH, OLDER WORKERS, PHYSICALLY HANDICAPPED AND MINORITY GROUPS.

18 SAMPLE TEST ITEM -
GIVEN TWO CATEGORIES -
A. STATE EMPLOYMENT SERVICE
B. LOCAL JOB TRAINING CENTER
MATCH THE FOLLOWING FUNCTIONS BY DETERMINING WHETHER THE FUNCTION IS ACCOMPLISHED BY A OR B.
1. RETRAINING OF PERSONS IN NEED OF NEW SKILLS
2. PREPARE QUALIFIED PEOPLE FOR HIGH SCHOOL EQUIVALENCY TEST
3. PLACEMENT OF WORKERS BY MATCHING QUALIFICATIONS TO REQUIREMENTS OF

JOBS
4. COMMUNITY LEADERSHIP IN EFFORTS TO IMPROVE EMPLOYMENT OPPORTUNITIES FOR YOUTH, OLDER WORKERS, AND MINORITY GROUPS.

19 COMPARE AND CONTRAST TWO MAJOR FUNCTIONS OF THE LOCAL STATE EMPLOYMENT SERVICE WITH TWO MAJOR FUNCTIONS OF A LOCAL JOB TRAINING CENTER.

20 LIST FIVE PEOPLE AND/OR ORGANIZATIONS PROVIDING INFORMATION WHICH CAN INFORM YOU OF POSSIBLE JOB LEADS. POSSIBLE ANSWERS INCLUDE -
1. STATE EMPLOYMENT SERVICE
2. RELATIVES
3. FRIENDS AND NEIGHBORS
4. SCHOOL GUIDANCE OFFICE
5. WANT ADS IN NEWSPAPERS AND TRADE JOURNALS
6. CLASSIFIED TELEPHONE OR INDUSTRIAL DICTIONARIES
7. NONPROFIT EMPLOYMENT AGENCIES
8. PRIVATE EMPLOYMENT AGENCIES

21 OVER A ONE WEEK PERIOD OF TIME STUDENT WILL CANVASS THE NEIGHBORHOOD LISTING FIVE VARIOUS PEOPLE AND/OR ORGANIZATIONS THAT MIGHT PROVIDE EMPLOYMENT OR INFORMATION LEADING TO EMPLOYMENT. USING THIS LIST WRITE A BRIEF ESSAY DESCRIBING LOCAL JOB OPPORTUNITIES. THIS ESSAY MUST INCLUDE THE LIST COMPILED DURING THE PREVIOUS WEEK.

22 CREATE A COLLAGE OF ADVERTISEMENTS AND WANT ADS ILLUSTRATING AND/OR ORGANIZATIONS THAT MIGHT PROVIDE INFORMATION LEADING TO JOB PLACEMENT. THE COLLAGE MUST INCLUDE AT LEAST ONE ILLUSTRATION OR ARTICLE/ADVERTISEMENT FROM EACH OF EIGHT OCCUPATIONAL GROUPS SELECTED.

23 GIVEN THE LIST OF OCCUPATIONAL TITLES, SUCH AS -
1. PROFESSIONAL, TECHNICAL, AND MANAGERIAL
2. CLERICAL AND SALES
3. SERVICE
4. FARMING, FISHERY, FORESTRY
5. PROCESSING
6. MECHANICAL TRADES
7. BENCH OR ASSEMBLY WORK
8. STRUCTURAL WORK
9. MISCELLANEOUS
SELECT FIVE OF THE TITLES AND IDENTIFY ONE LOCAL FIRM THAT PROVIDES EMPLOYMENT IN THE AREA.

24 GIVEN THE FOLLOWING TYPES OF EMPLOYMENT CATEGORIES - MANUFACTURING, SERVICE, SALES, PROCESSING, PROFESSIONAL - AND TEN PHOTOGRAPHS ILLUSTRATING SPECIFIC JOBS SUCH AS TEACHER, TRUCK DRIVER, CASHIER, AND WAITRESS, CORRECTLY CLASSIFY EACH PHOTOGRAPH UNDER THE APPROPRIATE CATEGORY.

25 SAMPLE TEST ITEM -
MATCHING. MATCH THE JOB WITH A PARTICULAR OCCUPATIONAL CATEGORY -

1. PROFESSIONAL, TECHNICAL & MANAGERIAL	A. MILKMAN
2. CLERICAL AND SALES	B. DOCTOR
3. SERVICE	C. AUTO MECHANIC

4. FARMING, FISHERY, FORESTRY
5. PROCESSING
6. MECHANICAL TRADES

D. SECRETARY
E. FOREST RANGER
F. TANNER

26 GIVEN A VARIETY OF TEN EXAMPLES OF 'WANT ADS - HELP WANTED', CLASSIFY EACH UNDER THE APPROPRIATE HEADING OF LOCAL TYPE OF EMPLOYMENT, THAT IS MANUFACTURING, SERVICE, SALES, PROFESSIONAL.

27 GIVEN FIVE JOB APPLICATIONS FOR LOCAL INDUSTRIES, COMPARE AND CONTRAST AND LIST FIVE SIMILARITIES OR DIFFERENCES GIVING A BRIEF EXPLANATION FOR EACH.

28 COMPLETE A SAMPLE JOB APPLICATION FORM, WHICH THE TEACHER MAY OBTAIN FROM A LOCAL CONCERN. IN EVALUATING THE RESPONSE THE TEACHER WILL CHECK THE COMPLETED APPLICATION FORM FOR NEATNESS AND LEGIBILITY AND ACCURACY.

29 GIVEN A COMPLETED SAMPLE JOB APPLICATION WHICH WILL INCLUDE FIVE OBVIOUS ERRORS, PROOFREAD THIS APPLICATION FROM THE EMPLOYER'S POINT OF VIEW. WRITE A SHORT SUMMARY LISTING THE FIVE ERRORS AND THE EMPLOYERS IMPRESSION OF THE APPLICANT FROM THIS WRITTEN APPLICATION.

30 SELECT A JOB OPPORTUNITY THAT INTERESTS YOU. COMPILE A LIST OF DESIRABLE ATTRIBUTES OF THAT JOB GIVING AT LEAST FIVE ATTRIBUTES AND RANK THEM AS TO IMPORTANCE.

31 GIVEN THREE TYPES OF EMPLOYMENT SUCH AS - INSURANCE SALESMAN, LATHE OPERATOR, AND WAITRESS - IDENTIFY THE THREE MOST DESIRABLE ATTRIBUTES OF AN EMPLOYEE IN EACH EMPLOYMENT. WRITE ONE EXPLANATION OF WHY THE LIST OF ATTRIBUTES MAY DIFFER IN ORDER OF IMPORTANCE.

32 GIVEN TWO PROFILES OF TWO STUDENTS, SUCH AS MIGHT BE FOUND IN A HIGH SCHOOL GUIDANCE OFFICE WHICH INCLUDE THE FOLLOWING INFORMATION -
1. NAME
2. BIRTHDAY - AGE
3. HEIGHT
4. WEIGHT
5. ATTENDANCE
6. PUNCTUALITY
7. RESPONSIBILITY
8. REFERENCES

REVIEW THESE TWO PROFILES FROM AN EMPLOYER'S POINT OF VIEW. SELECT ONE AND GIVE THREE REASONS WHY YOU SELECTED THE INDIVIDUAL FOR POSSIBLE EMPLOYMENT. ANSWER SHOULD GIVE REFERENCES TO THE ATTENDANCE AND PUNCTUALITY AS IMPORTANT FACTORS.

33 WRITE AN ESSAY USING THE THEME 'GOOD SCHOOL ATTENDANCE IS IMPORTANT'. THE ESSAY SHOULD INCLUDE THREE REASONS SUCH AS -
1. WHY ATTENDANCE IS IMPORTANT FOR FUTURE EMPLOYMENT
2. WHY GOOD ATTENDANCE IS IMPORTANT FOR THE TYPE OF WORK AVAILABLE
3. WHAT IT TELLS ABOUT YOU WITH REGARD TO YOUR FUTURE JOB

34 WRITE A LETTER OF APPLICATION. (THIS COULD BE IN CONNECTION WITH A JOB INTERVIEW FOLDER). CORRECT FOR CONTENT, CLARITY, NEATNESS AND MECHANICS

OBJECTIVES TO KEEP IN MIND - THE INTENT OF THE LETTER IS TO OBTAIN AN INTERVIEW, IT IS A SALESLETTER OF ONESELF. BE COURTEOUS AND FRANK, GIVE ENOUGH ESSENTIAL INFORMATION SO THE EMPLOYER CAN DECIDE IF YOU ARE QUALIFIED FOR THE JOB.

35 TEACHER CONSTRUCTS AND DISTRIBUTES THREE LETTERS OF APPLICATION. ONE CONTAINS ALL POINTS TO BE COVERED IN A LETTER OF APPLICATION. ONE CONTAINS ONLY SOME POINTS TO BE COVERED IN A LETTER OF APPLICATION. ONE IS VERY POORLY CONSTRUCTED. STUDENT IS TO READ AND EVALUATE EACH LETTER AS TO -
1. CONTENT
2. MECHANICS
3. CLARITY
TEACHER WILL COLLECT AND GRADE CORRECTED LETTERS ON BASIS OF THE STUDENT'S EVALUATION.

36 GIVEN THE CLASSIFIED SECTION OF THE NEWSPAPER, SELECT ON EMPLOYMENT WANT AD, AND CONSTRUCT A LETTER OF APPLICATION. THIS LETTER WILL BE EVALUATED ON THE BASIS OF INCLUSION OF THE FOLLOWING INFORMATION-
1. PERSONAL AND EDUCATIONAL QUALIFICATIONS
2. SKILLS
3. NAMES, ADDRESSES, AND POSITIONS OF REFERENTS
4. PREVIOUS EXPERIENCE
5. PREVIOUS EMPLOYERS

37 HAVE EACH OF TWO STUDENTS CONDUCT A MOCK TELEPHONE CONVERSATION OF A REQUEST FOR A JOB INTERVIEW. ONE STUDENT WILL ACT AS THE INTERVIEWER AND THE OTHER WILL ACT AS THE ONE REQUESTING THE INTERVIEW. ON A PREPARED CHECKLIST THE TEACHER OR ANOTHER STUDENT WILL EVALUATE THE PERFORMANCE OF THE APPLICANT BASED ON THE FOLLOWING -

1. CLEAR VOICE	YES NO
2. PROPER PRONUNCIATION OF EMPLOYER'S NAME	YES NO
3. DOES APPLICANT USE PROPER STANDARD ENGLISH	YES NO
4. DOES APPLICANT ASK FOR EXACT TIME, PLACE, DATE OF INTERVIEW	YES NO
5. PROPER SEQUENCE OF QUESTIONS	YES NO

38 AFTER LISTENING TO AN AUDIO TAPE OF A SAMPLE PHONE CONVERSATION REPRESENTING A REQUEST FOR A JOB INTERVIEW, EVALUATE THE APPLICANT'S PERFORMANCE ON THE FOLLOWING CRITERIA -
1. CLEAR VOICE YES NO
2. PROPER PRONUNCIATION OF EMPLOYER'S NAME YES NO
3. PROPER SEQUENCE OF QUESTIONS YES NO
4. USE OF STANDARD ENGLISH YES NO

39 LIST FOUR EFFECTIVE TECHNIQUES TO BE USED IN CONDUCTING A REQUEST FOR A JOB INTERVIEW VIA TELEPHONE. POSSIBLE ITEMS TO INCLUDE -
1. CLEAR VOICE
2. PROPER PRONUNCIATION OF EMPLOYER'S NAME
3. USE OF PROPER ENGLISH
4. PROPER SEQUENCE OF QUESTIONS
5. REQUEST FOR EXACT TIME, PLACE, AND DATE OF INTERVIEW

40 WRITE A FOLLOW-UP LETTER FOR AN INTERVIEW. THE EVALUATION SHOULD IN-

CLUDE -
1. BREVITY
2. EXPRESSION OF CONTINUED INTEREST IN THE ORGANIZATION
3. AVAILABILITY FOR FURTHER NECESSARY INFORMATION

41 IN A MOCK TELEPHONE CALL, TELEPHONE THE INTERVIEWER AND REQUEST INFORMATION RELATING TO THE DISPOSITION OF YOUR JOB INTERVIEW. EVALUATION BASED ON THE INCLUSION OF THESE ITEMS -
1. A REQUEST FOR THE STATE OF YOUR APPLICATION
2. AN OFFER OF ADDITIONAL INFORMATION WHICH MIGHT AID THE INTERVIEWER
3. TACT
4. EXPRESSION OF CONTINUED INTEREST IN THE ORGANIZATION

42 LIST AND DISCUSS TWO FOLLOW-UP ACTIVITIES RELATING TO THE DISPOSITION OF A JOB INTERVIEW. FOR EACH FOLLOW-UP ACTIVITY IDENTIFY ONE SITUATION WHERE THAT PARTICULAR ACTIVITY WOULD BE THE MOST APPROPRIATE.

43 GIVEN FIVE WANT ADS FROM THE CLASSIFIED SECTION OF A LOCAL NEWSPAPER, MAKE A LIST OF ABBREVIATED WORDS USED AND NEXT TO EACH WRITE THE WORD IN PROPER ENGLISH. THEN REWRITE TWO OF THE ADS IN THEIR ENTIRETY USING STANDARD ENGLISH AND COMPLETE SENTENCES.

44 GIVEN A SET OF TEN WANT ADS IN WHICH THE FOLLOWING ABBREVIATIONS HAVE BEEN USED, REWRITE EACH OF THE ABBREVIATIONS IN STANDARD ENGLISH -
1. BLDG.
2. A.M.
3. P.M.
4. APP'T
5. WKLY
6. YR.
7. EXP.
8. DEPT.
9. INC.
10. MIN.
11. MAX.
12. P.O.
14. HR.

45 GIVEN A LIST OF TEN ABBREVIATIONS COMMONLY USED IN THE CLASSIFIED ADS, CHOOSE ANY FIVE AND WRITE AN ORIGINAL WANT AD USING THESE CORRECTLY. SELECTIONS MAY BE MADE FROM -
1. BLDG.
2. APP'T.
3. WKLY.
4. YR.
5. EXP.
6. MIN.
7. INC.
8. MAX.
9. WPM
10. DEPT.

46 IN AN ESSAY DESCRIBE FIVE FUNCTIONS OF AN INTERVIEW. RELATE THESE OF

THEM TO THE INTERVIEWER AND TWO OF THEM TO THE APPLICANT.

47 GIVEN A PRE-RECORDED INTERVIEW WITH A LOCAL DIRECTOR OF PERSONNEL, IDENTIFY FIVE BASIC FUNCTIONS OF AN INTERVIEW AND EXPLAIN WHY THREE OF THEM ARE IMPORTANT.

48 GIVEN FIVE FUNCTIONS OF AN INTERVIEW SUCH AS ACQUISITION OF KNOWLEDGE RELATIVE TO -
1. PERSONAL DATA
2. WORK EXPERIENCE
3. EDUCATIONAL BACKGROUND AND QUALIFICATIONS
4. PERSONALITY
5. APPEARANCE
SELECT THREE AND GIVE TWO REASONS WHY EACH IS IMPORTANT IN A PERSONAL INTERVIEW.

49 GIVEN THREE INTERVIEW SITUATIONS SUCH AS - BANK OFFICIAL - COMPUTER PROGRAMMER, DOCTOR - MEDICAL SOCIETY, AND FOREMAN - PRODUCTION WORKERS, LIST THREE PRIMARY POINTS OF INFORMATION THE INTERVIEWER WOULD SEEK FROM THE PROSPECTIVE EMPLOYEE IN EACH SITUATION.

50 LIST FIVE WAYS IN WHICH LABOR UNIONS REPRESENT EMPLOYEE'S INTERESTS. IN EVALUATING THE RESPONSE, THE TEACHER MAY BE GUIDED BY SUCH CONSIDERATIONS AS -
1. NEGOTIATION OF CONTRACTS
2. CONDITIONS OF EMPLOYMENT
3. SALARY AND/OR WAGES
4. GRIEVANCES PROCEDURES
5. PENSIONS AND RETIREMENT
6. INSURANCE PROVISIONS AS LIFE, MEDICAL, DISABILITY
7. OPPORTUNITIES FOR APPRENTICESHIP TRAINING

51 SAMPLE TEST ITEM -
THE FOLLOWING LIST REPRESENT EITHER -
A. UNION DEMANDS
B. MANAGEMENT DEMANDS
SHOW WHETHER EACH ITEM REPRESENTS A OR B BY PLACING THE APPROPRIATE LETTER NEXT TO THE CORRESPONDING NUMBER
1. GOOD PENSION PLANS
2. EFFICIENT USE OF TIME
3. ECONOMIZE OPERATIONS
4. HIGHER WAGES
5. SHORTER HOURS
6. HOSPITALIZATION INSURANCE
7. QUALITY OF PRODUCTS
8. EXTENDED VACATION PLAN

52 COLLECT FIVE NEWSPAPER ARTICLES DEALING WITH LABOR UNION DEMANDS. FOR EACH ARTICLE IDENTIFY THE DEMAND MADE ON THE COMPANY AND STATE ONE REASON WHY THE DEMAND REPRESENTS EMPLOYEE'S INTERESTS.

53 GIVEN A LIST OF PROPER BEHAVIOR OF AN APPLICANT DURING AN INTERVIEW, SELECT ANY FIVE AND GIVE ONE REASON WHY EACH PLAYS A VITAL ROLE IN A JOB

INTERVIEW. SUGGESTED LIST OF BEHAVIORS -
1. ALWAYS BE HONEST WITH THE INTERVIEWER
2. WAIT FOR YOUR TURN TO TALK. DON'T INTERRUPT
3. SHOW INTEREST IN WHAT THE INTERVIEWER HAS TO SAY ABOUT THE FIRM
4. SPEAK POSITIVELY. AVOID CRITICIZING PAST EMPLOYERS
5. HOLD FAST YOUR PERSONAL VALUES
6. SMOKE ONLY BY INVITATION OF THE INTERVIEWER
7. NEVER STAY LONGER THAN THE INTERVIEW NECESSITATES
8. LET THE INTERVIEWER INTRODUCE THE MATTER OF SALARY, WORKING HOURS, AND OTHER BENEFITS. YOU SHOULD, HOWEVER, TALK FREELY ABOUT THE WORK ASPECTS OF THE JOB.
9. USE INFORMATION ABOUT THE FIRMS PRODUCTS AND SERVICES TO FORMULATE THOUGHTFUL QUESTIONS.

54 USING THE FOLLOWING STATEMENTS AS A CRITERIA -
1. ALWAYS BE HONEST WITH THE INTERVIEWER
2. WAIT FOR YOUR TURN TO TALK. DON'T INTERRUPT.
3. SHOW INTEREST IN WHAT THE INTERVIEWER HAS TO SAY ABOUT THE FIRM
4. SPEAK POSITIVELY. AVOID CRITICIZING PAST EMPLOYERS
5. HOLD FAST YOUR PERSONAL VALUES
6. SMOKE ONLY BY INVITATION OF THE INTERVIEWER
7. NEVER STAY LONGER THAN THE INTERVIEW NECESSITATES
8. LET THE INTERVIEWER INTRODUCE THE MATTER OF SALARY, WORKING HOURS, AND OTHER BENEFITS. YOU SHOULD, HOWEVER, TALK FREELY ABOUT THE WORK ASPECTS OF THE JOB.
9. USE INFORMATION ABOUT THE FIRMS PRODUCTS AND SERVICES TO FORMULATE THOUGHTFUL QUESTIONS.

A MOCK ARRANGED INTERVIEW WILL BE PRESENTED. THE CLASS WILL LIST EXAMPLES OF IMPROPER BEHAVIORS AND THREE EXAMPLES OF PROPER BEHAVIOR EXHIBITED DURING THE INTERVIEW BY THE APPLICANT.

55 GIVEN FIVE PHOTOGRAPHS DEMONSTRATING POSSIBLE BEHAVIORS OF AN APPLICANT DURING JOB INTERVIEW SUCH AS - A WELL GROOMED BOY AND/OR GIRL, A PERSON SMOKING A CIGARETTE, TWO PEOPLE CONDUCTING A SERIOUS CONVERSATION, A SMILING, HAPPY PERSON, A PERSON RUSHING TO MEET AN APPOINTMENT - SELECT THREE PICTURES AND IDENTIFY ONE POSITIVE BEHAVIOR DEMONSTRATED IN THE PICTURE AND/OR ONE BEHAVIOR YOU WOULD CHANGE AND MAKE POSITIVE.

56 LIST THE FIVE COMPONENTS CONTAINED IN A WRITTEN PERSONAL RESUME. ANSWER SHOULD INCLUDE -
1. PERSONAL DATA
2. OCCUPATIONAL GOALS
3. EDUCATION AND DATES ACQUIRED
4. EXTRA-CURRICULAR ACTIVITIES
5. WORK EXPERIENCE (NAMES, ADDRESSES, DATES)

57 GIVEN THREE AUTOBIOGRAPHICAL RESUMES FOR ONE SPECIFIC POSITION SUCH AS- LEGAL SECRETARY OR COSMETICS SALESLADY OR PUNCH PRESS OPERATOR OR TOOL AND DYE MAKER, RANK ORDER THE THREE RESUMES TO YOUR PREFERENCE. AS AN EMPLOYER, JUSTIFY YOUR SELECTION IN A REPORT STATING FIVE REASONS FOR OR AGAINST THE THREE AUTOBIOGRAPHICAL RESUMES.

58 SELECT A CAREER OR POSITION WHICH INTERESTS YOU. COMPILE A FUNCTIONAL

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UNIT SIX - EARLY EMPLOYMENT

OR CHRONOLOGICAL RESUME THAT YOU CAN USE IN APPLYING FOR THAT JOB. DEPENDING ON WHICH TYPE OF RESUME IS SELECTED, THE FOLLOWING INFORMATION IS TO BE CONTAINED -

CHRONOLOGICAL RESUME - RESUME WHICH CONTAINS THE FOLLOWING INFORMATION -

A. NAME
B. ADDRESS
C. PHONE NUMBER
D. TITLE OF JOB SOUGHT
E. SUMMARY OF WORK EXPERIENCES - INCLUDING DATES OF EMPLOYMENT, NAME AND ADDRESS OF EMPLOYER, BRIEF DESCRIPTION OF DUTIES
F. MISCELLANEOUS INFORMATION, SUCH AS WILLINGNESS TO TRAVEL OR RELOCATE FUNCTIONAL RESUME - NAME, ADDRESS, PHONE NUMBER, JOB TITLE - BUT DIFFERS IN FORMAT FROM THE PRECEDING. INSTEAD OF LISTING DATES OF EMPLOYMENT, THIS RESUME LISTS THE JOB TITLES AND EMPLOYER'S NAME AND ADDRESS, WITH THE MOST RECENT POSITION LISTED FIRST. DATES OF EMPLOYMENT ARE NOT LISTED. MOST OF ALL RESUMES NEAT, BUSINESS-LIKE AND BRIEF. AVOID ARTISTIC OR 'CUTE' FORMATS. IT'S THE CONTENT THAT COUNTS. AN AMOUNT OF DETAIL WILL ENHANCE A FULL WORK RESUME.

59 SAMPLE TEST ITEM -
COMPILE TWO VERTICAL COLUMNS, ONE CONTAINING LEGAL REQUIREMENTS, THE OTHER SEVERAL AGE GROUPS. MATCH AGE GROUPS TO LEGAL REQUIREMENTS. MORE THAN ONE ANSWER MAY BE USED FOR EACH QUESTION. EXAMPLE -

LEGAL REQUIREMENTS	AGE GROUP
1. PROOF OF AGE	A) 14-16
2. WORKING PAPERS	B) 16-18
3. CANNOT WORK DURING SCHOOL HRS.	C) 18-21
4. FARM WORK PERMIT REQUIRED	D) 21 AND UP
5. SOCIAL SECURITY (PROFIT MAKING ORGANIZATION)	

60 AFTER EACH STUDENT HAS MADE A PLACECARD WITH HIS SOCIAL SECURITY NUMBER ON IT AND HAS ATTEMPTED TO MEMORIZE HIS NUMBER, COLLECT THE CARDS AND -
1. CALL THAT STUDENT'S NAME AND HAVE HIM RECITE HIS NUMBER
2. OR, TAKE ATTENDANCE BY CALLING THE SOCIAL SECURITY NUMBERS AND HAVE EACH STUDENT RESPOND TO HIS PARTICULAR NUMBER.

61 GIVEN THE FOLLOWING LEGAL REQUIREMENTS FOR EMPLOYMENT - SOCIAL SECURITY NUMBER, WORKING PAPERS, LEGAL PROOF OF AGE, LIST ONE LAW ESTABLISHING THE LEGAL REQUIREMENT AND ONE REASON FOR THE ENACTMENT OF THAT LAW.

62 GIVEN FIVE PHOTOGRAPHS OF DIFFERENT OCCUPATIONS SUCH AS NURSE, CARPENTER, SALESWOMAN, LIBRARIAN, AND TRUCK DRIVER, LIST THREE QUALITIES THAT WOULD BE USED BY EACH APPLICANT DURING AN INTERVIEW.

63 CLIP A JOB ADVERTISEMENT FROM THE LOCAL NEWSPAPER. PREPARE FOR A JOB INTERVIEW BY LISTING FIVE QUESTIONS YOU WILL ASK DURING THE INTERVIEW.

64 GIVEN FIVE NEGATIVE QUESTIONS WHICH MIGHT BE ASKED BY THE INTERVIEWER, SUCH AS -
1. IS IT TRUE THAT THE FIRM IS PLANNING TO CEASE OPERATIONS WITHIN [illegible]

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YEAR
2. WHEN WILL I GET MY FIRST VACATION
3. HOW MANY COFFEE BREAKS I GET EACH DAY
4. DON'T TELL ME I HAVE TO PROVIDE MY OWN EQUIPMENT AND [illegible]
5. DO I HAVE TO WORK WITH JUNK [illegible]
REWRITE EACH OF THESE IN A POSITIVE WAY.

65 CHOOSE ONE JOB YOU HAVE BEEN RESEARCHING AND EXPLAIN HOW YOUR PHYSICAL ABILITIES WOULD FULFILL THE REQUIREMENTS OF THAT JOB. IN A SECOND PARAGRAPH STATE WHY IT IS IMPORTANT FOR YOUR PHYSICAL ABILITIES TO SUIT THOSE JOB REQUIREMENTS. TEACHER WILL GRADE FOR INCLUSION OF -
1. HOW PERSON WOULD EQUATE OWN PHYSICAL ABILITIES WITH JOB REQUIREMENTS
2. HOW PERSON WILL BEST FILL JOB BECAUSE OF HIS ABILITIES
3. WHAT IS THE IMPORTANCE OF EQUATING ABILITIES TO JOB REQUIREMENTS (BETTER JOB FUN, HAPPIER WORKING CONDITIONS, GREATER SATISFACTION WITH WORK).

66 SAMPLE TEST ITEM -
TONY HAS A DESK JOB IN A MANUFACTURING PLANT. HE MINDS HIS WORK WELL. HE SAYS THERE IS TOO MUCH PAPERWORK, AND HE DOESN'T LIKE WORKING INDOORS. TONY IS GOOD WITH HIS HANDS, AND IN SCHOOL HE GET GOOD GRADES IN HIS SHOP COURSES. AT HOME HE CAN REPAIR ALMOST ANY KIND OF ELECTRICAL GADGET. TONY DOES NOT WANT TO GO TO COLLEGE, BUT HE IS WILLING TO GO A UNION APPRENTICE. WHAT KIND OF A JOB WOULD INTEREST HIM. PUT A CHECK NEXT TO THE JOBS YOU THINK TONY WOULD LIKE.
1. CARPENTER
2. FILE CLERK
3. CAR SALESMAN
4. BRICK LAYER
5. MODELMAKER
6. TELEPHONE LINEMAN
TEACHER SHALL EVALUATE AS TO CORRECTNESS OF THE RESPONSE.

67 HAVE THE STUDENT MAKE TWO LISTS, ONE OF THE HOBBIES HE ENJOYS MOST, THE OTHER HIS FAVORITE SPORTS, GAMES, AND MUSICS. HE IS THEN TO WRITE AN ESSAY ON WHAT HE WOULD LIKE HIS FUTURE OCCUPATION TO BE USING THE INFORMATION HE HAS COMPILED IN THE TWO LISTS ABOVE. IN EVALUATING, THE TEACHER SHOULD LOOK TO SEE IF THERE IS ANY CORRELATION BETWEEN THE INTEREST HE HAS INDICATED IN HIS LISTS OF HOBBIES AND ACTIVITIES, AND THE REQUIREMENTS FOR THE FUTURE JOB. EXAMPLE - ELECTRONIC MAGAZINES, AND A REMOTE CONTROL MODEL MONEY COULD CORRELATE HIGHLY WITH A FUTURE JOB AS ELECTRONICS TECHNICIAN.

68 WRITE AN ESSAY GIVING THE REASONS WHY THE SELECTION OF A JOB IS OF MOST NEARLY REFLECT ONE'S OWN STRENGTHS AND LIMITATIONS. TEACHER SHOULD GRADE FOR THE INCLUSION OF THE FOLLOWING -
1. AWARENESS OF ONE'S STRENGTHS AND LIMITATIONS ARE ONE IN LOOKING FOR A JOB WHICH IT CAN MOST REALISTICALLY FULFILL.
2. BY BEING AWARE OF THE JOB'S REQUIREMENTS AND FULFILLING THOSE REQUIREMENTS, ONE CAN GET THE BEST JOB POSSIBLE.
3. IF ONE GETS THE BEST JOB POSSIBLE, HE WILL HAVE PRIDE IN HIMSELF AND HIS WORK.

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4. WHEN BEING THE BEST JOB POSSIBLE, THE EMPLOYER WILL BE PLEASED AND OPPORTUNITY FOR ADVANCEMENT IS LIKELY.

69 SELECT FOUR JOBS REQUIRED IN O.E.A. JOB DESCRIPTION KIT. MAKE A CHECK-LIST FOR EACH JOB, LISTING JOB QUALIFICATIONS AND REQUIREMENTS. COMPARE THIS CHECKLIST WITH YOUR OWN STRENGTHS AND LIMITATIONS. A TYPE OF CHECK-LIST FITTING STRENGTHS AND LIMITATIONS TO THE REQUIREMENTS AND QUALIFICATIONS OF THAT PARTICULAR JOB ARE TO BE GRADED BY THE TEACHER FOR CONTENT AND COMPLETENESS. EXAMPLE OF CHART FOR EVALUATING A VIEW -

REQUIREMENTS AND QUALIFICATIONS	NURSING PERSONAL INTERESTS CHECK WHICH APPLY TO YOU
1. ENJOY WORKING WITH PEOPLE	-----
2. HIGH SCHOOL DIPLOMA	-----
3. TRAINING AFTER HIGH SCHOOL (NURSING TRAINING)	-----
4. INTEREST IN SCIENCE	-----
5. INTEREST IN MATH	-----
6. GOOD PHYSICAL CONDITION	-----
7. WILLING TO WORK NIGHTS	-----

70 COMPILE A LIST OF TEN PERSONAL STRENGTHS AND NEEDS. IDENTIFY THREE OCCUPATIONS WHICH MATCH APPROPRIATELY WITH THE LIST OF STRENGTHS AND NEEDS. GIVE TWO REASONS WHY OR WHY NOT ONE OF THESE OCCUPATIONS IS INTERESTING TO YOU SUCH AS STRENGTH, STAMINA, HEALTH, MANUAL DEXTERITY, CONCENTRATION, ACADEMIC INTEREST, VISUAL ACUITY.

71 GIVEN A LIST OF TEN OCCUPATIONS, LIST TWO EDUCATIONAL QUALIFICATIONS FOR EACH OF SEVEN. SUGGESTED LIST OF OCCUPATIONS INCLUDE - LAWYER, DOCTOR, PLASTERER, NURSE, CUSTODIAN, AUTO MECHANIC, AVIATOR, COMPUTER PROGRAMMER, SURVEYER, PROFESSOR.

72 SAMPLE TEST ITEM -
COMPILE TWO VERTICAL COLUMNS - ONE CONTAINING OCCUPATIONS AND ONE CONTAINING JOB REQUIREMENTS. MATCH REQUIREMENTS TO THE OCCUPATIONS LISTED. MORE THAN ONE REQUIREMENT MAY APPLY FOR EACH OCCUPATION.

1. CARPENTER	A. HIGH SCHOOL
2. BUSDRIVER	B. COLLEGE
3. TOOL AND DIE MAKER	C. APPRENTICESHIP
4. MACHINE OPERATOR	D. ON-THE-JOB TRAINING
5. T.V. REPAIRMAN	E. MUCH PHYSICAL DEMAND
	F. LITTLE PHYSICAL DEMAND
	G. MUCH MENTAL DEMAND
	H. LITTLE MENTAL DEMAND
	I. RESPONSIBILITY OF EQUIPMENT
	J. RESPONSIBILITY FOR SAFETY OF OTHERS

73 GIVEN THE FULL WORD LIST - SCHOOL SECRETARY, NURSE, CUSTODIAN, BUSDRIVER, LIBRARIAN, TEACHER AIDE, PRINCIPAL, AND TEACHER - SELECT THREE AND LIST TWO EXAMPLES OF SPECIALIZED TRAINING THEY RECEIVED FOR THEIR PARTICULAR OCCUPATION.

74 WRITE AN ESSAY GIVING TWO REASONS AS TO WHY YOU MIGHT CONSIDER THE NON-MONETARY REWARDS OF WORK MORE IMPORTANT IN SELECTING A JOB THAN THE

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THE MONETARY REWARDS.

7g SELECT AN OCCUPATION TO BE PURSUED AND THREE COMPANIES WHICH MIGHT OFFER SUCH A POSITION. COMPARE AND CONTRAST THE BENEFITS BY LISTING THE FOLLOWING FOR EACH COMPANY -
1. WORK ENVIRONMENT
2. SELF SATISFACTION
3. SOCIAL ADVANTAGES
4. REPUTATION OF EMPLOYER
5. INTERPERSONAL RELATIONSHIPS
6. INCREASE IN KNOWLEDGE
7. OPPORTUNITIES FOR SPECIALIZED SKILL TRAINING
8. SAFETY FACTORS
9. PERSONNEL - MANAGEMENT RELATIONS
ON THE BASIS OF THIS LIST, SELECT ONE OF THE COMPANIES AND STATE TWO REASONS WHY YOU WOULD PREFER TO WORK FOR THEM.

7h SELECT THREE DIFFERENT CAREERS YOU MIGHT WISH TO PURSUE. LIST NON-MONETARY ADVANTAGES OF EACH INCLUDING SUCH REWARDS AS -
1. WORK ENVIRONMENT
2. SELF SATISFACTION
3. SOCIAL ADVANTAGES
4. REPUTATION OF EMPLOYER
5. INTER-PERSONAL RELATIONSHIPS
6. INCREASE IN KNOWLEDGE
7. SAFETY FACTORS
8. PERSONNEL-MANAGEMENT RELATIONSHIPS
FROM THIS LISTING SELECT ONE OF THE CAREERS AND GIVE TWO REASONS FOR YOUR SELECTION.

7i GIVEN THE FOLLOWING INDUSTRIES WHICH MIGHT BE FOUND IN THE COMMUNITY - FOOD SERVICE, AUTOMOTIVE, FARMING, ELECTRICAL, UTILITIES, COMMUNICATIONS, STEEL, RECREATIONAL, WEARING APPAREL, TEXTILE - SELECT FIVE WHICH MIGHT BE FOUND IN YOUR COMMUNITY AND LIST TWO SPECIFIC COMPANIES FOR EACH INDUSTRY.

7j OVER A MONTH'S PERIOD TAKE PHOTOGRAPHS AND CREATE A DISPLAY OF EIGHT MAJOR INDUSTRIES IN YOUR COMMUNITY. LABEL EACH PICTURE WITH THE CORRECT CLASSIFICATION (AUTOMOTIVE, STEEL, FOOD PROCESSING, COMMUNICATIONS, FARMING, CLOTHING INDUSTRY).

7k AFTER CONSULTING WITH PARENTS, GUIDANCE COUNSELOR, AND REFERRING TO THE YELLOW PAGES IN A PHONE DIRECTORY AND LOCAL NEWSPAPERS, WRITE A REPORT IDENTIFYING AND BRIEFLY DESCRIBING TEN INDUSTRIES LOCATED IN THE COMMUNITY.

7l GIVEN FIVE SPECIFIC INDUSTRIES SUCH AS FOOD SERVICE, RECREATION, COMMUNICATION, CONSTRUCTION, FARMING AND TEXTILES, SELECT ANY TWO AND LIST THREE DIFFERENT EMPLOYMENT OPPORTUNITIES FOR EACH. SAMPLE -
FOOD SERVICE
1. DIETICIAN
2. PACKAGER

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3. WAITRESS
4. CASHIER
5. BUS BOY
6. DISHWASHER

81 IDENTIFY THE MAJOR INDUSTRY IN YOUR COMMUNITY AND LIST TEN SPECIFIC JOB OPPORTUNITIES PROVIDED BY THE INDUSTRY. EXAMPLE - FORD MOTOR COMPANY -
1. PRODUCTION WORKER
2. TOOL & DIE MAKER
3. GUARD
4. FOREMAN
5. SECRETARY
6. COMPUTER OPERATOR
7. MARKET ANALYSIS
8. CUSTODIAN
9. CRANE OPERATOR

82 GIVEN TEN PHOTOGRAPHS SHOWING SPECIFIC JOB ROLES, IDENTIFY FIVE LOCAL INDUSTRIES WHICH COULD PROVIDE EMPLOYMENT FOR EACH. PHOTOGRAPHS MAY INCLUDE THE FOLLOWING OCCUPATIONS - PAINTER, TYPIST, DIETICIAN, CUSTODIAN, SECURITY POLICE, DRIVER, MECHANIC, CLERK, ELECTRICIAN, CASHIER.

83 GIVEN THE FOLLOWING PAIRS - FOREMAN - PRODUCTION WORKER, SECRETARY - PLANT EXECUTIVE, PUPIL-TEACHER, PLANT EXECUTIVE-SUPERVISOR, GRIEVANCE MAN - FOREMAN - SELECT THREE OF THE PAIRS AND LIST ONE NECESSARY TRAIT FOR COMPATABLE INTER-PERSONAL RELATIONSHIPS FOR EACH INDIVIDUAL IN THE PAIR.

84 GIVEN THE FOLLOWING LIST OF POSITIVE TRAITS NECESSARY FOR INTER-PERSONAL RELATIONSHIP - STICK-TO-ITIVENESS, ADAPTABILITY, DISCRETION, WILLINGNESS TO WORK, THINKING FOR ONES SELF - SELECT THREE TRAITS AND AN OCCUPATION OF YOUR CHOICE. EXPLAIN HOW EACH OF THE THREE TRAITS SELECTED IS IMPORTANT TO YOUR CHOSEN OCCUPATION.

85 GOOD HUMAN RELATIONS IS PARAMOUNT TO THE EFFECTIVENESS OF PRODUCTION IN ANY INDUSTRY. GIVEN THE FOLLOWING JOB ROLES, SELECT THREE CHARACTERISTICS OR TRAITS EACH SHOULD HAVE TO PROMOTE GOOD HUMAN RELATIONS. JOB ROLES ARE IN STEEL PLANT SIMULATION -
1. MILL WRIGHT
2. PUBLIC RELATIONS MAN
3. STEEL POURER
4. CRANE OPERATOR
5. LABORER
6. SECRETARY
7. JITNEY DRIVER

86 SELECT THREE SPECIFIC OCCUPATIONS OF INTEREST TO YOU. FOR EACH OF THESE LIST TWO SPECIALIZED TRAINING REQUIREMENTS. EXAMPLE- COSMETOLOGIST
1. ATTENDANCE AT A SCHOOL OF COSMETOLOGY
2. STATE LICENSE

87 GIVEN THE NINE OCCUPATIONAL CATEGORIES AS LISTED IN THE DICTIONARY OF

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OCCUPATIONAL TITLES (D.O.T.) SELECT ONE OCCUPATION FROM FIVE OF THE CATEGORIES AND IDENTIFY AT LEAST ONE TYPE OF SPECIALIZED TRAINING NECESSARY FOR EACH OF THE FIVE OCCUPATIONS SELECTED.

88 GIVEN THE NINE CATEGORIES AS LISTED IN THE (D.O.T.) DICTIONARY OF OCCUPATIONAL TRANSLATION, SELECT ONE OF THE CATEGORIES AND TWO OCCUPATIONS WITHIN THAT CATEGORY. DESCRIBE TWO SIMILARITIES AND TWO DIFFERENCES OF THE SPECIALIZED TRAINING NECESSARY FOR EACH OCCUPATION.

89 SELECT ONE JOB OR CAREER WHICH INTERESTS YOU. LIST TEN POSITIVE ACTIONS WHICH WOULD DEMONSTRATE YOUR WILLINGNESS TO SUCCEED AT THAT JOB OR IN THAT CAREER.

90 OVER A FIVE WEEK PERIOD, THE TEACHER WILL NOTE ON A CHECKLIST OF ATTITUDES AND BEHAVIORS THE STUDENT'S INCREASED WILLINGNESS TO DEMONSTRATE POSITIVE ATTITUDES TOWARD HIS WORK AND THE GROUP'S PROCESS. INCLUDE ITEMS SUCH AS - COMPLETES REQUIRED TASKS ON TIME, USES TIME, SPACE AND MATERIALS TO ADVANTAGE, DEMONSTRATES COOPERATION IN GROUP ACTIVITIES.

91 GIVEN ONE CARTOON TYPICALLY FOUND IN A MAGAZINE OR NEWSPAPER DEPICTING POOR EMPLOYER-EMPLOYEE RELATIONSHIPS SUCH AS EMPLOYEES TALKING OVER DRINKING FOUNTAIN, WRITE AN EXPLANATION GIVING TWO REASONS WHY THIS ACTION DEMONSTRATES POOR ATTITUDE TOWARD EMPLOYMENT.

92 OUT OF A POPULATION OF APPROXIMATELY 200 MILLION PEOPLE, APPROXIMATELY 85 MILLION ARE GAINFULLY EMPLOYED. WRITE AN ESSAY GIVING THREE EXPLANATIONS AS TO WHY SUCH A SIGNIFICANT PORTION OF OUR POPULATION IS GAINFULLY EMPLOYED.

93 GIVEN THE FOLLOWING AGENCIES, SELECT FIVE AND LIST ONE TYPE OF PAYROLL DEDUCTION THEY WOULD BE THE RECIPIENT OF -
FEDERAL GOVERNMENT, STATE GOVERNMENT, MEDICAL ORGANIZATIONS, UNION, ASSOCIATION, CHARITABLE ORGANIZATION, BUSINESS FIRM. EXAMPLES - FEDERAL GOVERNMENT - INCOME TAX, STATE GOVERNMENT - INCOME TAX, MEDICAL ORGANIZATIONS - HEALTH INSURANCE, UNIONS - UNION DUES, ASSOCIATION - TEACHERS DUES, CHARITABLE ORGANIZATION - UNITED FUND, BUSINESS FIRM - CASHIERS.

94 GIVEN A MOCK CHECK, IDENTIFY FIVE STANDARD PAYROLL DEDUCTIONS TAKEN FROM THE GROSS SALARY. DEDUCTIONS MIGHT INCLUDE FEDERAL INCOME TAX, STATE INCOME TAX, SOCIAL SECURITY TAX, UNION DUES, CREDIT UNION DEDUCTION, HEALTH INSURANCE DEDUCTION, RETIREMENT DEDUCTION, DONATIONS TO CHARITIES.

95 GIVEN THE FOLLOWING LIST OF PAYROLL DEDUCTIONS - FEDERAL INCOME TAX, STATE INCOME TAX, SOCIAL SECURITY TAX, UNION DUES, ASSOCIATION DUES, CREDIT UNION DEDUCTIONS, HEALTH INSURANCE, CHARITY DONATION, GARNISHMENT GIVE ONE EXPLANATION WHY EACH OF FIVE ARE PAID THROUGH PAYROLL DEDUCTION AND NOT DIRECTLY BY THE PERSON.

96 GIVEN THE FOLLOWING TYPES OF JOBS, CLASSIFY EACH UNDER THE APPROPRIATE HEADING - MANUAL LABOR REQUIRING USE OF COMPLEX MACHINERY NEEDED TO... SUGGESTED LIST OF JOBS INCLUDES -

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1. BRICKLAYER
2. CARPENTER
3. NURSE
4. CONSTRUCTION WORKER
5. MILLWRIGHT
6. SHEET METAL WORKER
7. COMPUTER PROGRAMMER
8. PUNCH PRESS OPERATOR
9. AUTO MECHANIC
10. MAID

SOME JOBS MAY BE ASSOCIATED WITH BOTH CATEGORIES

97 GIVEN TEN EMPLOYMENT WANT ADS FROM THE NEWSPAPER, STATE WHETHER THE EMPLOYMENT OPPORTUNITY INVOLVES MANUAL LABOR OR THE USE OF COMPLEX MACHINERY. TEACHER SHOULD BE SURE TO INCLUDE FIVE EXAMPLES OF EACH.

98 WRITE AN ESSAY DEFINING -
1. EMPLOYMENT THAT INVOLVES MANUAL LABOR
2. EMPLOYMENT THAT INVOLVES COMPLEX MACHINERY
GIVE THREE EXAMPLES OF EACH TYPE.

99 LIST TWO LAWS ENACTED BY THE STATE LEGISLATURE TO PROMOTE SAFETY IN INDUSTRIES. STATE ONE PROVISION FROM EACH AND ONE REASON WHY THE PROVISION WAS NECESSARY.

100 GIVEN FIVE POSTERS DEPICTING HEALTH AND SAFETY PRACTICES ON A SPECIFIC JOB (A STEEL WORKER AND USE CAUTION - EXTREME HEAT, DON'T WALK IN THIS AREA, LOOK UP - CRANE OPERATING, REPORT ALL ACCIDENTS, DANGER - EXPLOSIVE MATERIAL), SELECT TWO AND WRITE ONE MAJOR REASON FOR EACH POSTER EXPLAINING THE IMPORTANCE OF THE POSTER.

101 GIVEN THREE SAMPLES OF INDUSTRIAL ACCIDENTS AS REPORTED FROM NEWSPAPER CLIPPINGS SUCH AS A MAN REACHING INTO A PRESS TO CLEAR UNWANTED MATERIAL, A MAN WALKING INTO AN OPERATING MACHINE, A MAN BEING HIT BY FALLING MATERIALS FROM AN OVERHEAD CRANE, SELECT TWO AND CITE ONE SAFETY REGULATION FOR EACH ACCIDENT WHICH WAS NOT FOLLOWED OR OBSERVED, THUS CAUSING THE ACCIDENT.

102 IN SOME CASES, SUCCESSFUL COMPLETION, DUPLICATION, OR DEMONSTRATION OF ONE OR MORE OF THE LISTED ACTIVITIES COULD INDICATE ACHIEVEMENT OF THE STATED OBJECTIVE.

103 STANDARDIZED TEST. KUDER, G. FREDERIC. 'KUDER PREFERENCE RECORD.' FORM C.M. SCIENCE RESEARCH ASSOCIATES, INC., CHICAGO, ILLINOIS. REVISED 1960. ITEMS NO. 1A THROUGH 171.

104 STANDARDIZED TEST. KNAPP, ROBERT R., GRANT, BRUCE AND LEMES, GEORGE D. 'CALIFORNIA OCCUPATIONAL PREFERENCE SURVEY.' EDUCATIONAL AND INDUSTRIAL TESTING SERVICES, SAN DIEGO, CALIFORNIA 92107. C1966. ITEMS NO. 1 THROUGH 168.

END OF MEASURING DEVICES